Thomas J Higgins Elementary Community Academy (/school-plans/212) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Crystal Dorsey	Principal	cmdorsey@cps.edu	Has access
Emika Canty	Asst. Principal	ECCanty@cps.edu	Has access
Ima Brown	Counselor	ibrown@cps.edu	Has access
Juwana Foster-Wells	Literacy Coach	jcfoster1@cps.edu	No Access
Betty Shields	Parent /PAC President	bj5157@yahoo.com	No Access
Debra Herron	LSC Community Rep	debraherron65@yahoo.com	No Access
Michelle Henderson	Teacher/ILT Member	mlhenderson2@cps.edu	No Access
Kelly Farrell	Teacher/ILT Member	kariordan@cps.edu	No Access
John Smith	Teacher/ILT Member	jhsmith1@cps.edu	No Access

Team meetings

Date	Participants	Topic
03/31/2016	Kelly Farrell; Michelle Henderson; Crystal Dorsey-Turner	SEF
04/01/2016	Emika Canty; Crystal Dorsey-Turner	SEF
04/08/2016	Crystal Dorsey, Emika Canty, Ima Brown, Lisa Simpson, Kelly Farrell , John SMith, Michelle Henderson, Juwana Foster-Wells	Goal Setting
04/28/2016	Crystal Dorsey, Kelly Farrell, Debra Herron, Emika Canty, Paula Henderson, Betty Shield, Michelle Henderson, Juwana -Foster Wells,	SEF, Strategy Development & Framework Priorities
04/26/2016	John Smith, Emika Canty, Carol Maloney, Patricia Terfler, Lisa Simpson, Monique Chatman, Lisa Simpson, Carol Maloney, Juwana Foster-Wells, Miller-Davis,	Strategy Development

05/04/2016	Crystal Dorsey-Turner, Emika Canty, Debra Herron, Betty Sheilds, L. Duramus	Strategy Development & Framework Priorities, & Parent Compact
05/09/2016	Crystal Dorsey- Turner, Juwana Foster-Wells	Strategy Development Framework Priorities & Parent Compact
05/26/2016	Crystal Dorsey Turner, Juwana Wells, Ima Brown, Emika Canty	Custom Goals

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 **2** 3 4

The principal presents the state of the school address at the beginning of each school year and shares formative assessment data results during PAC meetings & quarterly Parent University meetings. At the beginning of the school year we identified our "Big Rocks" and centered observations & in-house PD around those topics. Teacher leaders lead instructional PD sessions at the school & Network level. Professional development is organized based on formal/informal observations & student data results. All staff participated in the development of our core values: dedication, honesty, teamwork, respect, & trust. Teachers and administration utilize multiple data sources to develop action plans that support academic & social emotional growth, attendance, & students off-track data. School has set & published student achievement goals, celebrate classroom & student successes; & admin conducts individual data conferences. Effective Leaders was rated weak while collaborative teachers received a neutral for the 2014-2015 school year. Teachers commitment to the school received the lowest rating for collaborative teachers

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 **2** 3 4

> The ILT team meets twice monthly with a focused agenda, meeting norms, and the team develops action items that will guide the work between meeting times. Professional readings are provided to build capacity and improve leadership skills. ILT analyzes a variety of data points to identify root causes & next steps. Representatives from each grade cycle band is a member of the ILT. The ILT effectiveness rubric indicated that ..... More work needs to be done with ILT members leading teacher team meetings and in house professional development. According to MSMV for collaborative teachers, staff feel that they do spend time collaborating with one another. However, we as a school community need to establish a more formal process to ensure collaboration is also aligned to outcome and action items from ILT meetings.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

PD is aligned to instructional priorities based on student data & teacher evaluations. teacher team meetings are held weekly where teachers receive coaching support. During teacher team meetings teachers share instructional strategies, discuss professional articles, and analyze student work samples aligned to the pacing guide. Teacher leaders lead PD to support academic & social/emotional growth. Teachers submit professional goal setting plans to reflect on students and their professional growth. Teachers receive safe-practice time to implement newly learned strategies. Staff uses current data to develop instructional plans that are reviewed by the literacy coach and administration. Higgins has multiple structures for professional learning through monthly flex PD, teacher team meetings, & individual coaching & planning sessions.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

> The school-wide schedule allocates required instructional minutes for reading and math & includes 60 minutes for weekly teacher collaboration. There is a 30 minute intervention block to support MTSS. Instructional materials are aligned to needs of individual/ groups of students. Higgins identifies programs to support school initiatives such as Computer Science 4 All & Urban Gateways for Fine Arts programming.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
    - Use CPS Instructional Time Guidelines to maximize instructional time.
    - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1   2   **3**   4

> Higgins encourage the use of complex text through close reading and independent reading through lexiles. The text used for instruction exposes all students to a grade level of complexity and informational text according to the Common Core Shifts. The curriculum integrates social and emotional learning through the Second Step for emotional learning. During ILT and grade team, we examine the curriculum and have a progress monitoring tool that teachers use to articulate their data, alignment to standards. The school has developed a re-teaching plan and buffer week between benchmark assessments, and school-wide assessments to focus on in depth standard, skill, and assessment alignment. The implementation of the Network Scope & Sequence/Pacing guide is evident in every classroom, instructional materials are aligned to CCSS, staff have been trained on Second Step 2 and attend Network SEL meetings. According to the MVMS survey Ambitious Instruction was rated strong.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?**

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

> According to MVMS ambitious instruction was rated strong. Teachers have been trained to use various sites to incorporate multi-media and task during reading and content area lessons as supports. Teachers have been trained on various programs for interventions and enrichment using the SMART board during whole and small groups. Grade team has been actively involved in choosing instructional materials that are aligned with the standards. The literacy coach has supported administration and teachers with aligning supplemental materials for small groups, whole group, vocabulary and writing. Instructional materials are aligned to the CCSS & appropriate for each grade level. Computer based programs provide an individualized pathway for student learning. The overall ratings for teacher according to RLS for domain 1 d is ......

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.

- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

> The teachers have been trained on Depth of Knowledge Questioning (DOK) as well as text dependent questions and trained on aligning questions to standards. The teacher lesson plans are monitored with weekly feedback to ensure standard, question, and task alignment. Administration observes how teachers use the Gradual Release of responsibility for scaffolding instruction. Grade teams create a variety of formative assessments such as bi-weekly skill test, writing samples, MARS and Performance Task, Stride. A performance Management schedule is created for teachers to present their Progress Monitoring Data as evidence of administering formative assessments regularly. According to SQRP, math attainment for grades 3-8 in 39th percentile, reading is the 57th percentile.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
  - **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
    - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
    - Tasks are Integrative to draw on multiple standards.
    - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
  - **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
  - **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
  - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
  - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students,

to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1 **2** 3 4

> The school provides a curriculum that is focused on student achievement while factoring individual student needs. The school has rigorous high-school reading materials such as (Cambridge Non-Negotiable and Triumph High School as well as Think Circa to increase task and prepare students. The school also has extracurricular engagement opportunities available to all students based on their individual academic and social and emotional needs. These opportunities include participation in school-wide sports, , student council, and enrichment Saturday School . Each teacher is required to align task the CCR standards so students can receive instruction throughout the school year that prepares them for assessments. Teachers provide whole group lessons at the 70th %ile for college and career readiness. The middle school students attended a college visit to Depaul University for male/female mentoring programs. According to MVMS ambitious instruction is rated strong.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.

- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   **2**   3   4

Whole group minlessons are scaffolded and taught at the 70th percentile. Teachers group students based on their data and provide small group instruction for literacy and math. Teachers utilize computer based assessments and exit slips as formative assessment tools. Instructional shifts for literacy and math are evident in every classroom. The teachers have been trained in the Common Core Instructional Shits to promote academic rigor. Teachers meet and collaborate weekly as a whole staff, as well as grade- band meetings to ensure best practices are implemented and formative assessments are aligned to standards and analyzed. Teachers incorporate and integrate ideas from all content-areas as well as use real-world situations and applications. Students are required to have a daily component of writing about reading to explain readings and math problem solving. Through walk-throughs and teacher observations, administrators provide feedback regarding non-negotiables. Teachers use high and low-level questioning along with working towards a full implementation of DOK in all content areas. Teacher coaching is embedded in the REACH recommendations and next step sections.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 **2** 3 4

Interventions include push in and pull-out support that is aligned to CCSS and the data that is collected. The interventions are during small group instruction and is intentionally planned with all students in mind. The administration and literacy coach conducts training to have interventionist take a look at data and trained on supplemental intervention programs. The interventionist has been trained on a protocol to collect data and have follow-up meetings with teacher and monthly meetings with the administration and literacy coach to create action items, evaluate work and adjust plans.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students

have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

1 **2** 3 4

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

> Higgins has a school-wide grading policy.Teachers receive feedback on their Gradebooks to ensure staff adheres to Gradebook expectations. School-wide data is available for teachers, staff, and parents during Open House, State of the School address and the ILT. Data binders and progress monitoring Tools are accessed by all administration, ILT, and grade level chairs. These data tools are updated after each assessment. The administration has a grade book protocol and a feedback form and has one-to one meetings with teachers on how to update, set, navigate, and support teachers with aligning standards to grades. Each grade level currently use a form of comprehensive assessments to monitor student learning such as STRIDE, Think –Cerca, & Study Island. Assessment methods such as performance task, teacher created bi-weekly STRIDE assessments. Student accommodations and modifications are aligned with students' IEP Benchmark goals to ensure student success.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).

- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 **2** 3 4

Higgins has school-wide expectations posted throughout the building. Individual classrooms have classroom expectations as well as rewards and consequences. Most teachers provide written and verbal feedback that will enhance student learning. Students goal set with their teachers and are held accountable for the goals that are set. Teachers are attempting to address all learning styles. We currently have two Google Classrooms and 1 to 1 technology for students in grades 3-8. Teachers are provided with ongoing professional development from the network and the school. Specifically, one the areas rated low from MVMS was quality of student discussion. This was one of the three rocks for the school this year and teachers were provided with PD on the quality of questioning and discussion. As a result we have observed more student discourse in the classrooms. According to MVMS ambitious instruction was rated strong.

Guide for Culture for Learning

- ○ **Create a culture that reflects a shared belief in the importance of learning and hard work.**
    - ▪ Use strategies to reinforce and cultivate student curiosity.
    - ▪ Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - ▪ Consistently communicate the expectation that all students can achieve at high levels.
    - ▪ Utilize strategies to encourage daily and timely attendance.
- ○ **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - ▪ Clearly display school-wide expectations for academic and personal success throughout the building.
    - ▪ Set high expectations according to grade-appropriate learning objectives.
    - ▪ Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
    - ▪ Recognize high levels of student achievement. All students receive recognition.
    - ▪ Encourage student resilience and hard work.
    - ▪ Ensure students feel safe to share misunderstandings and struggles.
- ○ **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - ▪ Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- ○ **Provide students frequent, informative feedback.**
    - ▪ Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - ▪ Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- ○ **Develop academic mindsets and behaviors.**
    - ▪ Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - ▪ Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - ▪ Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - ▪ Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   **3**   4

According to the MVMS survey , Higgins Community Academy was rated neutral. However, HCA works diligently to create an environment that reflects a commitment to educating all students in a caring and supportive manner. Our school has established respectful and trusting relationships between teachers, students, staff and families. HCA, believes that respect and trust are reciprocated between staff, students, and families. Therefore, we send home monthly calendars, newsletters, and robo calls to inform parents of the events that will take place during the month. In addition, we offer parents the opportunity to attend quarterly Parent Universities to learn about CCSS, and offer them opportunities to visit their child's classroom. Admin conducts parent conferences regularly to discuss behavior or academic concerns.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 **2** 3 4

According to MVMS, supportive environment was rated weak. A middle school council was established to allow students to provide input for school wide activities. Higgins recently obtained sports programs for students in grades 5-8. Students are provided with monthly attendance incentives and quarterly Honor Roll Breakfast.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**

- Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
- Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
  ◦ **Have a voice and take informed action.**
    - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
    - Students initiate and lead some school improvement initiatives.
    - Students participate in democratic decision-making at the school level.
    - Students identify and research issues of relevance and work together to propose/advocate for solutions.
  ◦ **Connect to decision-makers.**
    - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
    - Students learn about issues and candidates, prepare voter education materials and get involved.
    - All eligible students are asked to register to vote.
  ◦ **Make positive contributions to the school and community.**
    - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
    - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
    - Incorporate writing for audience beyond the teacher (presentation based learning).
  ◦ **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
  ◦ **Consider how people in a democratic society effect change.**
  ◦ **Consider their roles and responsibilities as a member of the community.**
  ◦ **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

According to MVMS, supportive environment was rated weak. Therefore, Higgins implemented Positive Behavioral Interventions and Supports (PBIS) s a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.

- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 **2** 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

> According to MVMS supportive environment was rated weak. Higgins has sent most staff members to restorative training. Staff members are learning about restorative practices and how to shape student behavior. The school has provided PD around restorative practices and progressive discipline. Parents are contacted frequently to share student behavior progress. SEL lead conducts check-in & check out for Tier 2 & 3 students. Higgins has established partnerships with community agencies to support Social Emotional Learning.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
    - A team meets regularly to organize systems that support a restorative environment.
    - Post and refer to clear, positively stated expectations and model expected behaviors.
    - Create routines and procedures central to the learning environment.
    - Engage families as partners.
    - Contact families frequently to inform them of positive student behavior and progress.
    - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
    - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
    - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
        - Use data to determine which behaviors should be retaught or more heavily reinforced.
    - Explicitly teach expected behavior and positively reinforce consistently school-wide.
    - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
    - Ensure classroom instruction continues when problem behavior occurs.
    - Prefer responses that do not remove students from regular instructional setting or after school activities.
    - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
    - Support teachers to engage in restorative conversations or respond to behavior incidents.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
    - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
        - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.

- Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 **3** 4

> According to MVMS, involved neutral. Therefore, the school is working to build strong partnerships with parents through various programs such as quarterly Parent Universities which focuses on CCSS for Literacy, Math & Science. Higgins as recently established a partnership with Greater Food Depository for Healthy Kid Mart. The HKM is fully operated by the parents of HCA. The families with students that attend HCA are given free fruits and vegetables twice a month. Parents also meet monthly for Parent Advisory Council to discuss their concerns and bridge the gap for literacy and math. Parents receive regular ongoing communication through robo calls, monthly newsletters & calendars & face to face conferences. Staff are required to submit monthly call logs to admin. Staff conducts home visits, send 5 & 10 day letter or calls home when students have excessive absences or tardies.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 [2] 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	[1] 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 [3] 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)
18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
As more students meet/surpass their growth targets then we see an exponential growth in the overall percentile growth which leads to above average results	99.00	48.00	90.00	95.00
National School Growth Percentile - Math				
As we reviewed the data, we noticed the significant decrease from 2014 to 2015. Therefore, our goal is to increase 22% of students meeting their growth targets for the next two years.	97.00	28.00	60.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
At the end of the 2 year CIWP cycle , it is our goal for each student to be college and career ready based on the 70th percentile.	76.30	*(Blank)*	65.00	70.00
African-American Growth Percentile - Reading				
Higgins is making steady progress. Based on the MOY data, we are projecting 57% of our students to meet their growth targets.	99.00	48.00	85.00	90.00
Hispanic Growth Percentile - Reading				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Reading				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				
As we reviewed the data, we noticed the significant decrease from 2014 to 2015. Therefore, our goal is to make steady gains of students meeting their growth targets.	99.00	1.00	90.00	95.00
African-American Growth Percentile - Math				
PMA Stride data showed a 10 percent growth in Math. Students also showing growth by using supplemental interventions in small groups.	97.00	30.00	70.00	80.00
Hispanic Growth Percentile - Math				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Math				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Math				

As we reviewed the data, we noticed the significant decrease from 2014 to 2015. Therefore, our goal is to make steady gains of students meeting their growth targets.	96.00	1.00	75.00	80.00

National School Attainment Percentile - Reading (Grades 3-8)

As we are preparing student to be on track for college and career it is imperative that we increase the number of students meeting/surpassing their growth targets. Therefore we must see an increase of 7 percentage points each year in order to accomplish that goal by the end of 2017-2018 school year.	73.00	57.00	70.00	75.00

National School Attainment Percentile - Math (Grades 3-8)

In an effort to prepare our students to be college and career ready, we need to be sure that the average number of students in grades 3-8 are at or above attainment.	68.00	39.00	60.00	70.00

National School Attainment Percentile - Reading (Grade 2)

Based SQRP , Higgins are at 61 percentile. Our goal is to create a culture of learning around collaboration and vertical planning to increase student achievement and create opportunities for more critical thinkers.	90.00	64.00	75.00	85.00

National School Attainment Percentile - Math (Grade 2)

In an effort to prepare our students to be college and career ready, we need to be sure that the students in grade 2 are growing at a steady pace, to ensure that the vast majority of the students are at attainment.	77.00	61.00	50.00	60.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	*(Blank)*	*(Blank)*	0.00	0.00

Average Daily Attendance Rate

Based on current attendance percentage within Dashboard, Higgins has maintained an increase of .6% in overall attendance for the 2015-2016. Therefore if we continue on this path, we shall meet or surpass the district goal of 95%.	96.40	95.10	96.00	96.50

My Voice, My School 5 Essentials Survey

We set a goal to become well-organized for the current school year. We reviewed the areas that were identified as weak and developed an action plan to address those areas. Based on current 2016 5 Essentials Survey results, the areas we wanted improved have been improved especially in leadership. We will continue to review the 5 Essentials Data results to drive our decision making and develop school-wide plans to improve.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
decrease the percentage of discipline referrals and suspensions by 50% & increase the percentage of staff using restorative practices				
We've seen an increase in the number of discipline referrals and out- of school suspension despite a significant increase in restorative practices. As we developed goals for our priority of MTSS, teachers will receive additional training for Second STEP & a allotted time in the daily schedule to teacher those SEL skills. If we can decrease the number of referrals, support teachers with restorative practices then we should see a decrease in student referrals & better managed classrooms which leads to higher levels of student engagement.	4.78	7.76	3.50	2.00
track student & teacher performance for 6th grade math through observations, formative assessment data, & alignment of lesson plans and delivery of instruction				

As students transition form 5th to 6th grade we have noticed a significant drop in student data at the end of 6th grade for the past two years. Therefore, we must closely monitor planning, assessment, small group instruction & delivery of whole group instruction to ensure students are making adequate progress. We must also increase opportunities for vertical planning between the 5th & 6th grade math teachers.

| 20.00 | 20.00 | 45.00 | 60.00 |

increase the effectiveness of quality questioning and discussion through Bloom's and Depth of Knowledge in all classrooms

According to informal and REACH observations, teachers are not asking high quality questions to increase rigor and promote thinking. Few classrooms provide opportunities for student to student discourse outside of math talks. Most questions are mediated by the classroom teacher thereby students do not engage in rich discussions with their peers.

| 10.00 | 25.00 | 50.00 | 75.00 |

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
utilize formative & summative assessments with ongoing data analysis	students ability levels become more equivalent	responsive adjustments in instructional planning and delivery thereby improving student achievement by 10 percentage points each academic year

Tags:
Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Area(s) of focus:
2, 3, 1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create 5 week assessments aligned to pacing guide for literacy & end of unit assessments for math scope & sequence & provide time for a reteaching week	Teachers	Sep 1, 2016 to Jun 23, 2017	implementation of new learning lesson plans	On-Track

Core Instruction, Diverse Learners, Depth of knowledge, Aligned assessments

| Develop and implement targeted tier 2 & 3 interventions for all data metrics: attendance, off track, behavior, & academics | Teachers, Ap & Literacy Coach | Sep 1, 2016 to Jun 23, 2017 | Lesson plans

daily exit slips

program data reports | On-Track |

Diverse Learners, Academic, Differentiatied instruction, Lasw

| Conduct Performance Management Sessions using the problem solving process after each Stride PMA & NWEA assessment | Teachers | Sep 1, 2016 to Jun 23, 2017 | PM Decks/Problems Solving forms agendas
sign-in sheets | On-Track |

MTSS, Math, Science, Data Use, Data analysis, Data tracking, Reading, Goal setting, Data planning

adopt a universal screener for primary grades in the content areas of reading and math	Admin	Sep 1, 2016 to Jun 23, 2017	purchase order	Not started

Math, Behavior, Reading

provide ongoing professional development on techniques for checking for understanding	Admin/Teacher Leaders	Sep 1, 2016 to Jun 23, 2017	agenda sign in	Not started

Literacy/Reading, Math, Assessment

increase frequency of progress monitoring	Teachers	Sep 1, 2016 to Jun 23, 2017	student samples	On-Track

Literacy/Reading, Math, Science, Assessment design

purchase & administer the NWEA Science for middle school	Admin	Jul 1, 2016 to Jul 29, 2016	purchase order assessment results	Completed

Science, Nwea, Science instruction

allocate funds for STRIDE Academy to support development of interim assessments	Admin	Sep 1, 2016 to Jun 23, 2017	purchase order Stride usage	Completed

Literacy/Reading, Math, Assessments

Strategy 2

If we do...	...then we see...	...which leads to...
engage in professional learning communities	sustained culture of collaboration & incorporation of new and successful strategies with support from their colleagues	change in teacher practice, increase in REACH ratings by 50%, enhancement of professional practices, & needs based professional development, & student growth

Tags:
Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
implement a protocol for peer observations	Administration Literacy Coach	Sep 1, 2016 to Jun 23, 2017	protocol peer-observation schedule teacher feedback forms	On-Track

Literacy/Reading, Protocols, Peer observation

provide differentiated ongoing coaching support	Administration Literacy Coach	Sep 1, 2016 to Jun 23, 2017	coaching logs observation schedules REACH ratings student data outcomes (formative/summative) staff surveys	On-Track

Literacy/Reading, Math, Science, Instructional Coaching, Rigour

PLC teams will develop a year-long professional learning plan	Teacher Leaders Admin Counselor Literacy Coach	Sep 1, 2016 to Jun 23, 2017	PD Plan	Not started

Professional Learning, Professional development

conduct monthly parent university sessions	Administration	Sep 1, 2016 to Jun 23, 2017	agenda sign in sheet monthly calendar	Not started

Literacy/Reading, Math, Science, Social emotional, Parent engagement

conduct biweekly internal learning rounds	Administration Literacy Coach	Sep 1, 2016 to Jun 23, 2017	feed back forms walk-through templates	Not started

Science, Literacy, Mathematics

allocate funds for outside coaching support for literacy and math	admin	Jul 1, 2016 to Aug 1, 2016	purchase orders PD agenda	Completed

Instructional Coaching, Teacher Teams/Collaboration, Budget, Math professional, Literacy professional, Allocations of funds for purchasing materials for instruction and professional development

engage staff in arts & computer science integrated planning throughout the curriculum	Fine arts Coordinator	Jul 4, 2016 to Sep 1, 2017	lesson plans student assemblies fine arts partnerships	Not started

Technology, Computer Science, Magnet cluster schools, Planning, Fine arts

allocate funds for fine arts programming	admin	Jul 1, 2016 to Sep 2, 2016	purchase orders external arts partner contracts	On-Track

Magnet cluster schools, Fine arts

Strategy 3

If we do...	...then we see...	...which leads to...
provide all staff with the professional development for MTSS	the teachers will be able to plan standards based lessons to meet the needs of all students in Tiers 1, 2, & 3	an upward trend of 50% or more of students moving from in tier 2 & tier 3 moving to tier 1 which will result in greater student growth and attainment

Tags:
MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility

Area(s) of focus:
1, 3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
analyze student task and monitor levels of questioning according to Bloom's Taxonomy & Depth of Knowledge	Administration Literacy Coach Teachers	Oct 3, 2016 to May 31, 2018	agendas sign in sheets ASW protocols	Not started

Rigorous tasks, Dok, Students tasks

intervention & progress monitoring logs	Administration Literacy Coach Teachers	Oct 10, 2016 to Jun 1, 2018	log sheets	Not started

Intervention, Assessments, Progress monitoring, Behavior, Protocols, Lasw

teacher performance feedback formal/informal	Administration Literacy Coach	Sep 26, 2016 to Jun 8, 2018	collaborative assessment logs REACH observations	On-Track

Reach, Observation, Coaching, Teacher feedback

increase frequency of progress monitoring	Admin	Oct 3, 2016 to Jun 15, 2018	tracking form student assessments assessment calendar	On-Track

Progress monitoring, Data tracking

establish a Data/MTSS Team	Admin	Sep 1, 2016 to Sep 2, 2016	agendas sign-in sheets problem solving analysis sheets	Not started

Data anaysis, Multi-tiered support systems

provide PD on Co-teaching models	Admin	Aug 31, 2016 to Jun 29, 2017	observations collaboration logs	Not started

Collaboration, Co teaching

utilize the problem solving process for all data metrics	ILT Admin	Oct 3, 2016 to Jun 15, 2018	agendas sign-in sheets problem solving analysis sheets	Not started

MTSS, Attendance, Social emotional, Nwea, Academic expectations, Behavior

Implement protocols for the analysis of student work	Literacy Coach	Nov 7, 2016 to Jun 15, 2018	ASW protocols agendas sign-in sheets student work samples	Not started

Protocols, Student work, Analysis

| purchase research-based interventions, addtional technology and software programs, & common core aligned materials | Principal | Aug 2, 2016 to Sep 9, 2016 | purchase orders program usage and data reports | Completed |

Technology/stem, Best practice, Common core state standards

| conduct weekly instructional meetings with support personnel | Admin Literacy Coach | Sep 12, 2016 to Jun 15, 2018 | agendas sign-in sheets PD materials & resources | Not started |

Professional Learning

| implement Second Step with fidelity for all grade levels | Teachers Counselor | Sep 26, 2016 to Jun 15, 2018 | observations lesson plans implementation of strategies demonstrated by students | On-Track |

Social emotional, Behavior, Second step

| provide PD on the Illinois Social/Emotional Learning Standards | Counselor Assistant Principal | Jan 27, 2017 to Feb 1, 2017 | sign in sheets agendas | Not started |

Social emotional

| purchase incentives for monthly student celebrations | Principal | Jul 1, 2016 to Jun 30, 2018 | purchase order receipts Warrior Store stock Event flyers | On-Track |

Attendance, Social emotional, Academic expectations, Behavior, Budget, School climate pbis, Grades

| Develop a 2yr plan with a college and career focus | (Blank) | Oct 3, 2016 to Nov 30, 2016 | CC plan | Not started |

College Access and Persistence, Expectations

| purchase instructional materials for math, literacy, & writing to support Tier 1 Core Instruction with teacher professional development | principal literacy coach | Aug 8, 2016 to Sep 23, 2016 | purchase order receipts | Completed |

Literacy/Reading, Science instruction, Math curriculum, Science standards, Math standards

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Create 5 week assessments aligned to pacing guide for literacy & end of unit assessments for math scope & sequence & provide time for a reteaching week Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Core Instruction, Diverse Learners, Depth of knowledge, Aligned assessments	Teachers	Sep 1, 2016	Jun 23, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Develop and implement targeted tier 2 & 3 interventions for all data metrics: attendance, off track, behavior, & academics Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Diverse Learners, Academic, Differentatied instruction, Lasw	Teachers, Ap & Literacy Coach	Sep 1, 2016	Jun 23, 2017	On-Track
✚ Conduct Performance Management Sessions using the problem solving process after each Stride PMA & NWEA assessment Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, MTSS, Math, Science, Data Use, Data analysis, Data tracking, Reading, Goal setting, Data planning	Teachers	Sep 1, 2016	Jun 23, 2017	On-Track
✚ adopt a universal screener for primary grades in the content areas of reading and math Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Math, Behavior, Reading	Admin	Sep 1, 2016	Jun 23, 2017	Not started
✚ provide ongoing professional development on techniques for checking for understanding Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Literacy/Reading, Math, Assessment	Admin/Teacher Leaders	Sep 1, 2016	Jun 23, 2017	Not started
✚ increase frequency of progress monitoring Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Literacy/Reading, Math, Science, Assessment design	Teachers	Sep 1, 2016	Jun 23, 2017	On-Track
✚ purchase & administer the NWEA Science for middle school Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Science, Nwea, Science instruction	Admin	Jul 1, 2016	Jul 29, 2016	Completed
✚ allocate funds for STRIDE Academy to support development of interim assessments Tags: Assessment, Summative, Parcc, Data analysis, Data tracking, Formative assessment, Data driven instruction, Rubrics, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Literacy/Reading, Math, Assessments	Admin	Sep 1, 2016	Jun 23, 2017	Completed
✚ implement a protocol for peer observations Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Literacy/Reading, Protocols, Peer observation	Administration Literacy Coach	Sep 1, 2016	Jun 23, 2017	On-Track
✚ provide differentiated ongoing coaching support Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Literacy/Reading, Math, Science, Instructional Coaching, Rigour	Administration Literacy Coach	Sep 1, 2016	Jun 23, 2017	On-Track
✚ PLC teams will develop a year-long professional learning plan Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Professional Learning, Professional development	Teacher Leaders Admin Counselor Literacy Coach	Sep 1, 2016	Jun 23, 2017	Not started
✚ conduct monthly parent university sessions Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Literacy/Reading, Math, Science, Social emotional, Parent engagement	Administration	Sep 1, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ conduct biweekly internal learning rounds Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Science, Literacy, Mathematics	Administration Literacy Coach	Sep 1, 2016	Jun 23, 2017	Not started
✚ allocate funds for outside coaching support for literacy and math Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Instructional Coaching, Teacher Teams/Collaboration, Budget, Math professional, Literacy professional, Allocations of funds for purchasing materials for instruction and professional development	admin	Jul 1, 2016	Aug 1, 2016	Completed
✚ engage staff in arts & computer science integrated planning throughout the curriculum Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Technology, Computer Science, Magnet cluster schools, Planning, Fine arts	Fine arts Coordinator	Jul 4, 2016	Sep 1, 2017	Not started
✚ allocate funds for fine arts programming Tags: Literacy/Reading, Math, Science, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Professional development, Parent engagement, Professional text, Peer observation, Professional learning plan, Professional reading, Magnet cluster schools, Fine arts	admin	Jul 1, 2016	Sep 2, 2016	On-Track
✚ analyze student task and monitor levels of questioning according to Bloom's Taxonomy & Depth of Knowledge Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Rigorous tasks, Dok, Students tasks	Administration Literacy Coach Teachers	Oct 3, 2016	May 31, 2018	Not started
✚ intervention & progress monitoring logs Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Intervention, Assessments, Progress monitoring, Behavior, Protocols, Lasw	Administration Literacy Coach Teachers	Oct 10, 2016	Jun 1, 2018	Not started
✚ teacher performance feedback formal/informal Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Reach, Observation, Coaching, Teacher feedback	Administration Literacy Coach	Sep 26, 2016	Jun 8, 2018	On-Track
✚ increase frequency of progress monitoring Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Progress monitoring, Data tracking	Admin	Oct 3, 2016	Jun 15, 2018	On-Track
✚ establish a Data/MTSS Team Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Data anaysis, Multi-tiered support systems	Admin	Sep 1, 2016	Sep 2, 2016	Not started
✚ provide PD on Co-teaching models Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Collaboration, Co teaching	Admin	Aug 31, 2016	Jun 29, 2017	Not started
✚ utilize the problem solving process for all data metrics Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, MTSS, Attendance, Social emotional, Nwea, Academic expectations, Behavior	ILT Admin	Oct 3, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Implement protocols for the analysis of student work Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Protocols, Student work, Analysis	Literacy Coach	Nov 7, 2016	Jun 15, 2018	Not started
✚ purchase research-based interventions, addtional technology and software programs, & common core aligned materials Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Technology/stem, Best practice, Common core state standards	Principal	Aug 2, 2016	Sep 9, 2016	Completed
✚ conduct weekly instructional meetings with support personnel Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Professional Learning	Admin Literacy Coach	Sep 12, 2016	Jun 15, 2018	Not started
✚ implement Second Step with fidelity for all grade levels Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Social emotional, Behavior, Second step	Teachers Counselor	Sep 26, 2016	Jun 15, 2018	On-Track
✚ provide PD on the Illinois Social/Emotional Learning Standards Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Social emotional	Counselor Assistant Principal	Jan 27, 2017	Feb 1, 2017	Not started
✚ purchase incentives for monthly student celebrations Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Attendance, Social emotional, Academic expectations, Behavior, Budget, School climate pbis, Grades	Principal	Jul 1, 2016	Jun 30, 2018	On-Track
✚ Develop a 2yr plan with a college and career focus Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, College Access and Persistence, Expectations		Oct 3, 2016	Nov 30, 2016	Not started
✚ purchase instructional materials for math, literacy, & writing to support Tier 1 Core Instruction with teacher professional development Tags: MTSS, Data, Academics, Common core, Tier 2 & 3, Planning, Progress monitoring, Goalsetting, Behavior, Accountability, Best practice, Data tracking, Academic supports, Tier 1, Cycles of continuous improvement, Pd planning, Gradual release of responsibility, Literacy/Reading, Science instruction, Math curriculum, Science standards, Math standards	principal literacy coach	Aug 8, 2016	Sep 23, 2016	Completed

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Higgins will host programs and activities for the involvement of parents in the Title 1 programs. The initial working meeting will be conducted by the administration and the agenda along with sign-in sheets will be readily accessible. Higgins will quarterly meet with parents during the PAC meetings to review and or revise the NCLB, Title 1 parent involvement plan and policy.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> The initial meeting will be conducted by administration and the agenda will review NCLB policies, regulations, & restrictions. Monthly PAC meetings will be held every first Thursday of the month. Monthly calendars, newsletters & robo calls will serve as means of communication to keep all parents informed about the monthly scheduled meetings. The principal's Title 1 Annual Meeting was held September 28, 2016 & the PAC Title 1 Organizational Meeting was held October 5, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> Parents will be able to learn about the expectations of the assessments tools and what they mean during the State of the School Address. The parents will be invited to participate in "data talks during school common planning and ILT meetings to describe the nature of the curriculum, and how the curriculum will support student growth in whole and small groups. Teachers will continue to receive the data and explanation of where the students are after each assessments and help teachers set goals on how to support student growth across content areas. Parents will be able to learn and participate in taking one of the State Wide Assessments on line to better understand the content and rigor of questions.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> At the beginning of the school year a meeting will be convened for PAC and LSC to establish officers and develop a calendar of meetings for the school year. At every meeting an owner will be attached to the action items developed and required to have updated information at the next meeting.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> School will conduct the State of the School adress each semester. Additionally, all state assessment results will be shared with parents during parent/teacher conferences.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parent will receive written communication regarding teachers that are not highly qualified

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The parents will be invited to participate in the State of the School Address during Open House. The parents will also be involved in our Parent University, where they learn about the variety of state test, the academic process and skills that students need in order to be successful on the State Wide Assessments. Parents will also learn about how independent reading at home increases vocabulary and comprehension which promotes success. The parents will have an opportunity to learn how instruction looks at the Core at Tier I, Tier II and Tier III. Parents will also work side by side with our technology and office team to learn how to navigate the parent portal to monitor progress of their child for academic success. Parents will also receive progress reports every fifth week to monitor their child's progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Higgins will offer parents training through monthly parent universities. This will be offered through current staff or external partners.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Higgins will provide workshops on parenting , help families learn about child development and how to support student academic learning. Parenting workshops cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, child abuse prevention, and nutrition and health practices. For example, Higgins will offer monthly parenting workshops each month on topics such as the relationship between child achievement and parent expectations, "protective parenting" skills to prevent children from engaging in unhealthy behaviors, and anger management. In addition, Higgins can partner with Parents As Mentors to t help parents learn about strategies for helping children learn and outreach strategies that build partnerships between schools and families.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Higgins will also continue to have parent meetings lead by the Office of Early Childhood. The Office of Early Childhood and the school administration works side by side to conduct meetings that will encourage parents to participate our preschool program by allowing parents the opportunity to engage in conversations around what is expected after preschool, explaining the State Wide Assessments and the core knowledge that preschoolers should leave with entering kindergarten. The parents are encourage to bring students to school everyday to promote a consistent flow of learning of basic skills. The preschool teachers are also apart of the planning with the primary team to learn about the curriculum so they will be able to speak to expectations and encourage parents to help students with basic skills. Parents also volunteer in the preschool and help encourage other parents in the community to volunteer at the school.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Parents will receive a monthly calendar, a newsletter and a robo call will be made 7 days prior to an event to inform parents of the activities that are happening at the school.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet

the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Higgins Community Academy will prepare students for the 21st Century by engaging all learners and meaningful experiences that will prepare them for college and careers. Higgins will provide a caring, collaborative learning community supported through partnerships with families, businesses, and communities in an effort to prepare students to be self-directed and life-long learners. Higgins and parents will use their experiences and expertise to build new learning experiences that will aide in students learning across content areas.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences are help at the 10th & 30th week of school. Parents are invited to meet their child's teacher to discuss assessment results & grades. Parents receive data reports and strategies on how to better assist their children at home.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Parents will receive progress reports at the 5th, 15th, 25th, & 35th week of school. Progress reports will be disseminated to students who must provide their reports to parents. Parents have access to Parent Portal which allows them to monitor their child's progress at any time.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents are encouraged to make appointments with their child's teacher in order to meet with them at a mutually convenient time. However, parents may consult with teachers during scheduled prep times any day of the week. .

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents must first complete the CPS volunteer process. Parents receive a parent brochure which outlines important information regarding the volunteering process. ALl parents have access to their child's teacher and classroom.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents can assist in their child's learning by ensuring all homework is completed daily. Send students prepared to learn with the proper attire and learning tools. PArents can monitor Gradebook to ensure their child is on track for grades and attendance.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

The parents will have opportunities to attend ILT meetings, common planning meetings, and data engagements in the school as administration and teachers plan for strategies and purchasing materials that will supplement the Core Curriculum. Selected members of the LSC will also be involved in a part of the interviewing process as we hire new staff to our school community. Parents will have opportunities to fill out surveys during open house, report card pick-up and the various Parent University meetings to give feedback on instruction, culture, and academic achievement of their students.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Higgins will offer various attendance incentives throughout the school year to encourage student attendance. It is our belief that students can only learn if they are in the seats everyday. In addition, we will continue to work with out students and staff around SEL practices. Students are to be Ready, Respectful and Resilient at all times and adhere to the school wide expectations.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

In order to support parents with a better understanding of Common Core Math, Assessments, & Social Emotional Learning, consultants will provide training on a quarterly basis. Parents will also attend workshops aligned to these topics.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 100	.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	460	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	1200	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	436	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00